

**PREPARATORY CRASH COURSE IN THE LICENCIATURA EN BILINGÜISMO CON
ÉNFASIS EN INGLÉS.**

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**Trabajo de grado presentado como requisito para optar por el título
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Abstract

The gap between the elementary/high school academic level and the college/university academic level at the moment of the transition between these levels has been a matter of discussion since many freshman university students have to face a whole new methodology and study/learning style, the consequences of the contrast cause many difficulties for most of them.

In the Case of the Licenciatura en Bilingüismo con Énfasis en Inglés at the UTP (Universidad Tecnológica de Pereira) In Pereira - Colombia, the previously mentioned gap alongside other common reasons like economic or personal issues are the main causes of the academic dropout. The present project aims to create a syllabus of a course that will enable the freshman students to adapt to University life and overcome the most common difficulties in the first semesters of the career in terms of language abilities, psychosocial skills and basic academic strategies.

This document collects and analyzes different kinds of information regarding students' opinions and beliefs regarding the difficulties of starting the Bilingualism career and the content and skills they would have liked to learn before joining the degree. Also, analyze if there are similar courses in the country to compare and base the syllabus of the course in this paper. Finally, based on the previous information, a syllabus for a preparatory crash course for the Licenciatura en Bilingüismo con Énfasis en Inglés is presented.

Keywords: *Curriculum, syllabus, preparation, academic skills, communicative skills, higher education, basic education, course, blended course, learning, crash course.*

Resumen

La brecha entre el nivel académico de la educación básica secundaria y el nivel académico superior o universitario al momento de transicionar entre los mismos ha sido materia de discusión, esto debido a que muchos estudiantes que ingresan a la educación superior se ven enfrentados a una nueva metodología, estilo y ambiente educativo. Este contraste a menudo tiene como consecuencia una serie de dificultades para quienes se encuentran en esta situación por primera vez.

En el caso de la Licenciatura en Bilingüismo con Énfasis en Inglés en la UTP (Universidad Tecnológica de Pereira) en Pereira - Colombia, la brecha anteriormente mencionada, junto con otros motivos como problemas personales o económicos, son las principales causas de la deserción académica. Éste proyecto tiene como objetivo la creación de un programa de estudios para un curso cuyo fin es ayudar a los estudiantes de nuevo ingreso para el proceso de adaptación a la vida universitaria y superar las dificultades y obstáculos más comunes en los primeros semestres de la carrera en cuanto a habilidades del lenguaje, habilidades psicosociales y estrategias académicas básicas.

El presente documento recolecta y analiza diferentes tipos de información relacionada con la opinión y las creencias de los estudiantes en lo que respecta a las dificultades de empezar la licenciatura en Bilingüismo en cuanto al contenido y habilidades que les hubiese gustado aprender previamente. Además, analiza qué cursos similares se pueden encontrar alrededor del territorio nacional para basar y comparar los planes de estudio. Finalmente, basado en la información previamente presentada, se presentaría un plan de estudios para la Licenciatura en Bilingüismo con Énfasis en Inglés.

Palabras clave: *Currículo, Plan de estudio, preparación, habilidades académicas, habilidades comunicativas, educación superior, educación básica, curso, curso mixto, aprendizaje, crash course.*

Justification

The higher education in Colombia and its gap with basic education has been a relevant topic to contribute to the country's development. For this reason, fostering and stimulating basic skills in students has become a necessity to enter and keep in the university. In order to narrow this gap, we contemplate the concept of *college preparatory course/freshman course or crash course* which are vehicles by which high school students who will study a professional degree can achieve the university requirements in order to facilitate the academic process in higher education.

Some universities worldwide have created different courses to help undergraduate students to be prepared to face academic challenges when entering at the university. It is the case of Harvard university which has implemented *Freshman seminars* since 1959, which consist of a faculty instructor and twelve freshmen. The seminar works with a methodology that avoids exams and grading processes in order to lower the academic pressure on the learners. The purpose of those seminars is to involve the freshmen into the university's environment and help them decide which career they want to join. Likewise, Georgetown university offers a *College Prep program* which is a five weeks program taking some career's classes with current undergraduates in order to familiarize learners with the college academic exigence.

The aim of the programs offered by both Harvard and Georgetown university, is to help new students to face the transition between basic education and higher education and help them to find the career or program they would like to join. Through those processes the academic dropout is also reduced and the degree of successfully graduated students increases; however, the number of similar courses in the world is not high. Regarding the Colombian context, some preparatory university courses can be found, for instance, Universidad de Antioquia offers *pre universitarios*; i.e. A series of courses which aim to prepare future university students for the kind of classes and exams by giving students tips and pedagogic activities.

Furthermore, English teaching in Colombia has not achieved the positive impact desired due to the lack of academic preparation given to students in the different educational institutions of the country, demonstrating a low level of English in the *pruebas saber 11* tests according to an article published by *El Banco de la República*. It shows that 90% of alumni reach an A1 level and only 2% achieve a B1 level. According to the rules of admission of *Registro y Control* from the UTP a total of 1264 (7,79%) students dropped out of the university and 208 (1,28%) changed programs between 2018 and 2019 due to different facts, such as: the students are disoriented in their decision, also students do not have the ideal academic preparation to have a good performance, in addition students do not have sufficient economic bases to remain in the university and finally students fail to acquire the level of English that the UTP requires to graduate, causing its drop out since they fail to advance.

Many universities have implemented preparatory courses in order to narrow the gap between secondary school and the university or higher education, this is the case of Universidad de Antioquia, mentioned before which offers a filter course to enter the university too. However, in Colombia and our context there are few institutions that have this type of courses. For example, in Risaralda the UTP's section of *registro y control* (2019) showed that a total of 1264 (7,79%) students dropped out between 2018-1 and 2019-1 and the university still offers just a premedical course to prepare students to medical program's experience. Besides, our school *bellas artes y humanidades*, in their program of *licenciatura en bilingüismo con énfasis en inglés* has not implemented a freshman seminar course to guide and facilitate the adaptation process to the university life of the students who will enter to the program.

Therefore, to solve this situation, we seek to develop an undergraduate crash course with the aim of preparing students to higher education, guiding them and helping them to adapt to this new and complex experience in order to reduce academic dropout, which is common in our country being the second country with more cases academic drop out with 42% after Bolivia according to a World bank's report. Moreover, the latter percentage is not

only because of the economic issue, but also due to the preparation given in the basic and middle education of the Colombian educational institutions, which needs to look for strategies to improve its quality.

This project is guided by objectives instead of a research question due to its documentary nature; therefore, the general objective of this work is to design the syllabus of an undergraduate crash course for the licenciatura en bilingüismo con énfasis en inglés. Likewise, it will offer a diagnostic space for new candidates for the program. Additionally, there is the specific objective which consists of documenting information about the design of a syllabus for freshmen students to the Licenciatura en bilingüismo con énfasis en inglés at the UTP.

Conceptual Framework

The importance of a university gateway in the field of ELT is to avoid academic dropout in the university, due to the fact that high school students in a high degree come to the university without appropriate preparation to take different courses or programs. For this reason, it is very important to define some concepts about the course preparation and course design.

Curriculum

As this project intends to review some information about curriculum and the design of a course to prepare students in their academic life before entering the university, it is important to define some concepts related to the course preparation and course design.

The first concept we must talk about is Curriculum. Although it is a concept which is difficult to address due to the fact that it has too many definitions and points of view, the curriculum is one of the basics in education inasmuch as it is presented on every feature of a school's functioning; for instance, Curriculum defines the learning objectives, states the teacher and learners' role and clarifies the approach and methodology for the teachers to use. Nunan (2004) stated that Curriculum are all the processes that involve education from

planning to implementing and evaluating in a school, institute or any place in which a course of instruction is developed. What is wanted to say is that Nunan defines curriculum as every aspect surrounding the academic practice and planning, for instance, the administrative processes, the syllabus design and the development of the classes. On top of that, Richards (2001:2) narrows the curriculum concept and specifies some of its features by stating that curriculum is “a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives of a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods and materials, and to carry out an evaluation of the language program that results from these processes.”. What Richard means is that it is a process which involves not only the content, assessment and activities, but also states the path to follow in a course; in particular, a curriculum addresses which is the goal and how to reach it.

Furthermore, Zais (1976, as cited in Rasco, 1994). complement the curriculum's concept by explaining its intentions. Zais utters that the curriculum is mostly used in the professional world with two purposes. The former is to create a plan or a map on the student's learning processes; and the latter, is to identify a study field. That is to say, the curriculum does not have an unique purpose; that is to say, in a formal context it can be aimed either to establish a blueprint for educators to develop a class or program, or to clarify the features, targets and procedures of a study or research field. Along with Zais, Tyler (1973) comes out clarifying that comparing the curriculum to a study course or guide is too limited for the concept, it addresses all the planning, implementation, administration and applicability in a learning environment. In other quarters, Tyler (1973) stands that the curriculum is too broad to be classified as a simple guide since it addresses not only the development of the course, but also it clears up all the processes before, during and after the action of teaching and learning; including the ones out of academic processes. one such example is the administrative and planning actions. Moreover, Casarini (1999) defines curriculum as an expression of the content and objectives that students must acquire. In

other words, the author pretends to explain that curriculum is a set of knowledge that students need to know in order to get the results that it pretends to achieve. Likewise, the University professor, Dr. Sacristán (2010), as well as Casarini, affirm that curriculum is a planning with learning purposes, but he adds that it is made according to the capabilities of the students to impact education level, it is to say that curriculum is a study object which can be transformed according to the human interests. Regarding the pre-undergraduate crash course, we are intended to develop, curriculum becomes the most defining concept inasmuch as it deals with all the processes and steps we must go through when developing a syllabus, which is the goal of this project.

Syllabus

As we already reviewed the concept of curriculum, which is the broadest concept concerning course design, it is necessary to narrow the goal to the specific product we are aiming to produce. The syllabus is an important concept in ELT and course design since it provides the map to follow in a class. According to Thayniath (2017) a syllabus is intended to express an opinion of language and learning nature, which teachers and learners use in order to guide their aims to be attained. In a simple way, it is described as a statement about the content that must be learnt reflecting a language and linguistic performance. In the same way, Widdowson (1990) complements and states his definition by saying that syllabus is the specification of a teaching program or pedagogic agenda in which a particular subject for a particular group of learners is defined, concerned with the selection and the ordering of what is being taught; put differently, Widdowson affirms that a syllabus is the process which defines the specific objectives, methodologies and approaches of a teaching program. Moreover, taking into account the previous definitions, Wilkins (1981) concurs with Thayniath and Widdowson position towards syllabus adding, that are the specifications of language content which have been submitted to a process of structuration or ordering, with the aim of improving teaching and learning.

In recent times contemporary authors have created their own definitions of syllabus based on the knowledge given by the previous concepts and research. For example, Garves (2001) affirmed that syllabus is a specific statement based on reports and registers about all situations that happen in the classroom when a curriculum is applied. In other words, syllabus is a detailed description of the academic process already established before. Besides, Candlin (1988) accompanies this definition by saying that the syllabus is centered in the classification of the content and the activities to develop into the course and assessment instrument. It is to say that the syllabus is focused on the structure of the course, the elements that teachers need to progress in their career. Finally, it is important to say that the syllabus is a key concept in this project due to the fact that, as the authors stated, it is the process and product which determines the direction, goals and procedures our crash course is going to take.

How to Design a Syllabus

How to design a syllabus is an important aspect in the teaching practice, due to the fact that it decides what gets taught and in what order. Listmann (2019) suggests that the design of a syllabus should include aspects such as basic information - requirements for layouts, margins, font size. Outlining policies and the schedule - how the major components of the class contribute to their final grade. Adding Institutional and Administrative Language - support services to promote student's success and make it available to students with and without disabilities. Including legal statements - mention federal laws and rights. Furthermore, Gannon (2019) explains to create a syllabus is more than just a checklist or collection of policies and procedures, syllabus contains things such as course materials, institution's academic calendar, course goals, course policies, grading and assessment, course schedule/calendar, sloppy editing and scolding, loopholes, what to keep, what to change and revisions on the fly. Considering Listmann and Gannon descriptions, Lucid (2008) says that designing a syllabus plays an important part determining the kind of

syllabus will be made for students and it should be created as consciously and with as much information as possible.

Components of a syllabus

It is very important to create a syllabus knowing about those components of this. Bárbara Gross (2004) propose twelve components that a syllabus should have, they are -Basic information, course description, materials, requirements, policies, schedule, resources, statement on accommodation, rights, evaluation of the course, safety & emergency, disclaimer. Although Gannon (n.d) agrees with the majority of the component of the syllabus that propose the first author, he explains that, also it is very indispensable other 8 components, which are: -Instructor information, course goals, attendance, late or missed work, academic honesty, technology, accessibility and inclusion, and materials & requirements. Finally, Mager (1997) adds two more components, -course methodology, and grade computation. Moreover, this author agrees with the next components, although they are different names, some of them are the same idea. Instructor information, course description, course objectives (course outcomes), grading criteria, courses policies, attendances. Those aspects are very important to create a syllabus; however, we think that the most significant are basic information, requirements, schedule, goals, and course policy. In addition, we will add the academy information, and duration of the course.

Methodology

In this work we are going to describe both: the methodology for the development of the project and the methodology for the development of the course. This division is decided since our project focuses on the theoretical development of a crash course which is expected to be implemented on the *Licenciatura en Bilingüismo con Énfasis en Inglés* at the UTP. In order to achieve this goal it is necessary to establish how the theoretical foundations are developed and also how the course is expected to be carried out.

Project Methodology

Context

This study is going to take place at the universidad tecnológica de Pereira, to be more specific, in the Licenciatura en Bilingüismo con énfasis en inglés in where some freshman students find themselves in "créditos reducidos" which means that they have not achieved the level required for the program to complete successfully first semester subjects. In addition, several learners drop the program in the first semesters, For this reason, it emerges the idea of creating an undergraduate crash course for the students of the licenciatura program.

Participants

The participants of this project are two undergraduate students of the licenciatura program who are in 10thth semester and will be in charge of the designing of the syllabi of this course. This is, since this monograph is going to work as the theoretical foundation for the crash course, which will be put into practice after this work. As well as the university and pre university collaborators who provided information for this project through polls and interviews.

Type

This work is going to be developed as a *proposal documentary monograph*, this means that it is a type of qualitative research that aims to document information about the creation, development and application of college and university crash/preparatory courses which aim to form freshman students before facing the higher education exigence. Additionally, with the latter information, this project intends to propose a course for *Licenciatura en bilingüismo con énfasis en inglés* freshman students. The reason for this proposal to be carried out comes from the difficulties several students experience through the career related to the lack of preparation for the University academic level. Finally, it is

worthy to mention that, due to the type of myograph, this project does not follow a research question but the general and specific objectives

Data Collection Instruments:

For this work, the data collection is going to be developed through documentary analysis, which is, according to Corbin & Strauss, (2008), an analytical method which purpose is to collect data in order to be examined and interpreted so as to gain meaning and understanding about the topic selected and finally, obtain empiric knowledge.

Course Methodology

The methodology of this work is based on a documentary monograph whose purpose is to investigate the curricular construction of a fast and short course, which intends to give the foundations for building and assuming the academic program.

Description

The proposal that underpins this project follows the conceptions of a crash course, which is a fast-short content course developed for students who are about to enter the program at the university. With this course, the idea is that those students who will have a professional degree improve their abilities in order to achieve university requirements and facilitate the academic process within the university.

Modality

This will be a blended course, which is defined by Gray Harriman (2004), in his article called, "What is Blended Learning" (2004) as "blended learning combines online with face-to-face learning. The goal of blended learning is to provide the most efficient and effective instruction experience by combining delivery modalities." in which the 80% of the academic process or classes are going to be in a virtual modality, and the 20% will be in the

university in a face-to-face modality. Likewise, the course will be developed through an open platform where students must subscribe, and then upload the relevant documents for the university to grant the respective acceptance to the course.

Development

The course will be established within the time of 3 weeks, with an intensity of 4 hours per day; two hours through synchronous or face-to-face lessons, and two hours of autonomous learning. Besides, the students work on different topics each week, these subject matters would be; in the first week, students would work on emotional intelligence, the second week, the issue would deal with learning strategies; finally, the students would be exposed to the language acquisition and learning processes.

Chapter 1: Diagnostic Analysis

Needs analysis:

For the designing of the content for this course two surveys were needed in order to collect the information regarding the university students' needs and the pre-university student's perceptions about their process in the university. The first survey was carried out with current university students in the Licenciatura en Bilingüismo con énfasis En inglés at the UTP and the second one's target were graduated high scholars; This is, people who graduated already from basic education and are looking forward to starting a professional career or any higher education process. In this particular case, people who are interested in the Bilingüismo career at the UTP.

These surveys' objective was to find which academic and social skills would a university learner need with the purpose of having a better experience through the process of adapting to the higher education exigency. The questions the participants had to answer

were related to abilities such as written and oral performance, financial and emotional intelligence, social capacities and studying strategies and techniques.

The results delivered by the survey gave a clearer view of what the students need in order to face a higher education life in both cases, University and pre-university students. Most of the participants had common answers related to oral performance and social integration skills, this information is a key for the designing of the units and contents of the course.

University students:

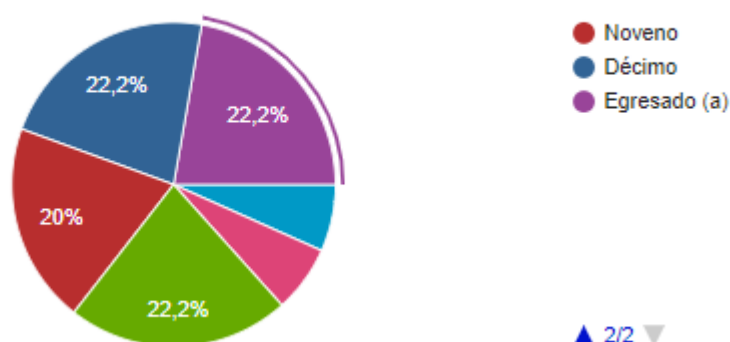
Concerning the survey aimed at current university students, the questions were focused on the participant's experience in their first semesters of the career and the skills they would have preferred to learn before entering the university.

1.1. The first question's objective was to know how many semesters the participants have gone through, which is useful to be aware of the experience through the career of the participants. The results of this question showed that the participants are mostly students of eight semesters and onwards and even graduates as shown in the following image (1.1).

Graph 1

University students experience survey question 1

45 respuestas



(1.1) *¿En qué semestre te encuentras actualmente del programa de Licenciatura en Bilingüismo con énfasis en inglés?/which semester are you coursing currently in the Licenciatura en Bilingüismo con énfasis en Inglés?*

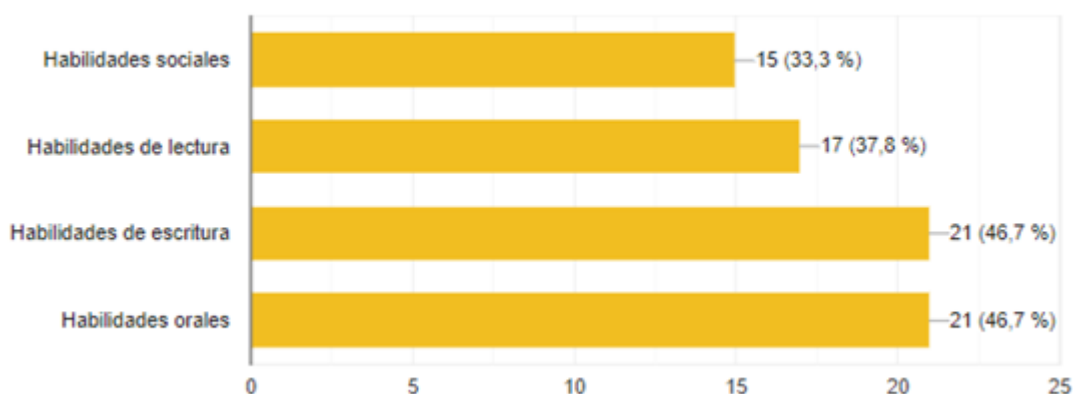
Source:<https://docs.google.com/forms/u/1/d/1t-1PMA6szlRQOHaYW8gY7FZmmdmits3KRunhjOUdOyA/edit?usp=drivesdk&chromeless=1>

1.2. The second question was the first one focusing on the academic skills the college students considered important or useful to know before starting the academic process in the university. The results showed that most of the participants agreed by answering both the oral and written skills as shown in the following image (1.2). These answers start to state the modules of content of the course.

Graph 2

University students experience survey question 2

45 respuestas



(1.2) ¿Qué habilidades te hubiese gustado aprender antes de entrar a la universidad?/

Which skills/abilities would you have liked to learn before joining the university?

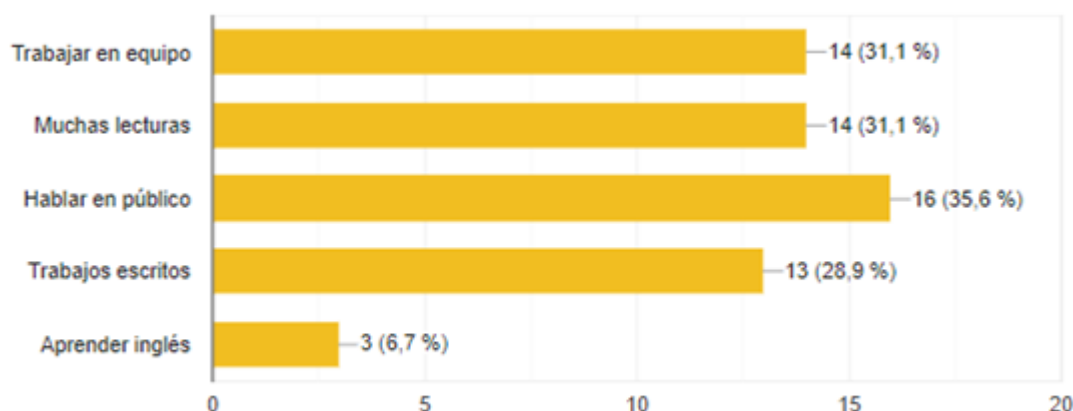
Source: <https://docs.google.com/forms/u/1/d/1t-1PMA6szlRQOHgYW8gY7FZmmdmits3KRunhjOUdOyA/edit?usp=drivesdk&chromeless=1>

1.3 The third question was an open-answer item, this was very helpful for the designing of this course since it gives us different points of view we might not have considered to include in the course program; however, the answers were mostly related to the written and oral production, other answers suggested the use of technological tools and devices for learning.

1.4 The fourth question asked about the difficulties the participants had throughout the degree. The results were associated with social abilities and academic skills such as team work, oral presentations, written production and reading management, this can be evidenced in image (1.4). Through this information starts being noticeable the need of improving the oral and written production alongside some social capacities (1.3).

Graph 3

University students experience survey question 4



(1.3) ¿Qué ha sido lo más difícil para ti del proceso académico dentro de la universidad?/Which has been your major difficulty regarding the academic development in the university?

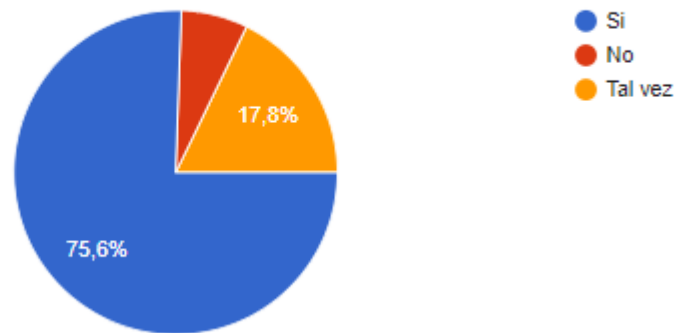
Source:<https://docs.google.com/forms/u/1/d/1t-1PMA6szlRQOHAYW8gY7FZmmdmits3KRunhjOUdOyA/edit?usp=drivesdk&chromeless=1>

1.5 The fifth question pointed at the belief of the participants regarding the effectiveness of an adapting process to the college, this question could be answered with a “yes”, “no” and “maybe”. The answers projected that the majority (75%) of the participants believed that an adapting process would be useful with academic and emotional related problems as shown in image (1.4).

Graph 4

University students experience survey question 5

45 respuestas



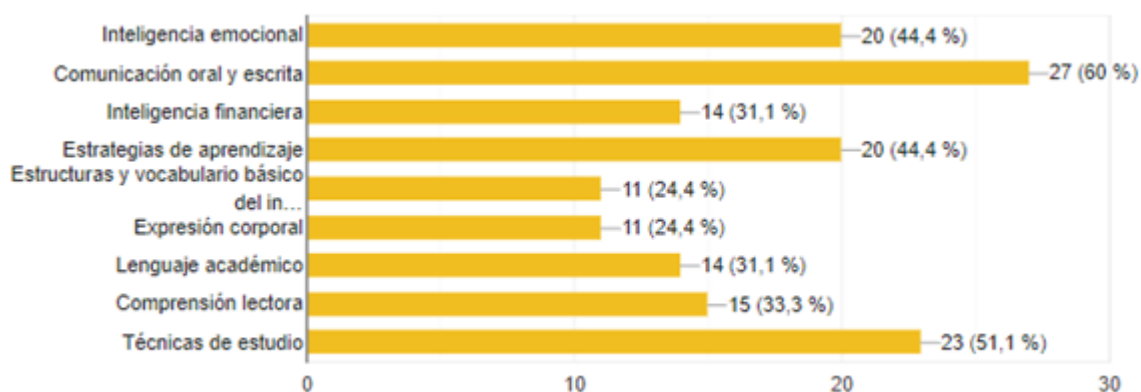
(1.4) ¿Crees que realizar un proceso de adaptación a la vida universitaria antes de entrar a un programa académico en la universidad, lograría una mejor experiencia tanto académica como psicosocial y emocional?/ Do you think that developing a process of adaptation to a higher education lifestyle before joining a University career would achieve a better academic, emotional and psychosocial experience?

Source:<https://docs.google.com/forms/u/1/d/1t-1PMA6szlRQOHAYW8gY7FZmmdmits3KRunhjOUdOyA/edit?usp=drivesdk&chromeless=1>

1.6 The last item in the survey went back to find more information about the abilities and skills the participants would have incline towards to learn previously their beginning in the degree. The results were consistent with the previous items with respect to the written and oral production and studying techniques; nonetheless, emotional intelligence had a high degree of preference as well as evidenced in image (1.5)

Graph 5

University students experience survey question 7



(1.5) *¿Cuál de estas habilidades te hubiese gustado desarrollar antes de entrar a la universidad?/Which of the following abilities would you have learnt before starting your professional career?.*

Source:<https://docs.google.com/forms/u/1/d/1t-1PMA6szlRQOHgYW8gY7FZmmdmit-s3KRunhjOUdOyA/edit?usp=drivesdk&chromeless=1>

High school Students:

The survey for 11th grade high school students was based on their experiences throughout high school, the skills they think they should have strengthened in college, and the skills they think they will need when starting college life. Their point of view results helpful inasmuch as the target of the course are freshmen students of the Bilingualism degree.

1.1 The first question for the high scholars pointed at the motivation of the students to join the career, through this information the activities and units can be modified in order to raise the student's motivation. The results of this item showed that most of the participants (75%) want to join the degree because they like and have passion for the English, the teaching or both as shown in image (2.1).

Source:https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

Graph 6

High School students experience survey question 1

29 respuestas



(2.1) ¿Qué es lo que te motiva a elegir esta carrera?/What is your motivation for coursing Licenciatura en Bilingüismo 's career?

Source:https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

1.2. In the second question, emphasis is placed on the weaknesses that recent college graduates believe they will have when starting an academic process within the university. The objective of this was to identify the awareness that students had about the skills they require to enter university, in this way to have a vision of where to start the curriculum. As we can see in this image (2.2), 34.5% of the respondents answered that social skills will be difficult for them, then there are 31% who answered that oral skills; and finally, we have 17.2% for both writing and reading skills, these being the lowest percentage among the options given.

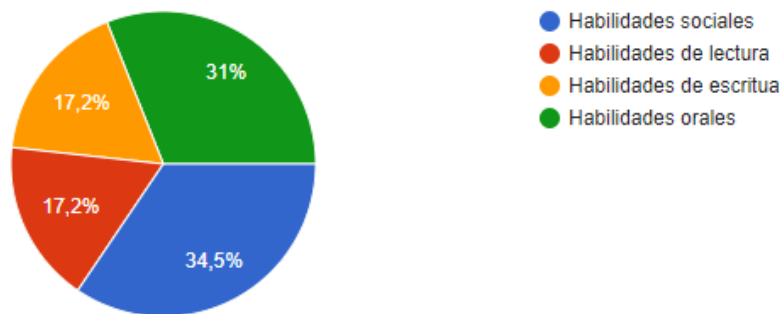
Source:https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

Graph 7

High School students experience survey question 2

¿Cuál crees que podrían ser tus debilidades para afrontar el proceso académico dentro de la universidad?

29 respuestas



(2.2) ¿Cuál crees que podrían ser tus debilidades para afrontar el proceso académico dentro de la universidad?/Which weaknesses can you identify when facing the higher education academic demand?

Source:https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

1.3. Question number 3 refers to the subjects the students did not receive at school. The respondents had to answer which of these subjects they believed was necessary to see in the school to carry out an academic and social process at the university level with the importance and demand that it requires. To which the students responded the following according to image 2.3 and 2.4:

Among the options there are 2 options with 20.7% chosen by the respondents, these are academic language and the structure and basic vocabulary of English. In addition, with 17.2% in psychosocial skills and 10.3% in oral expression. With this information, it

determines that what concerns students most in the academic process at university are psychosocial skills and the basic structure of English.

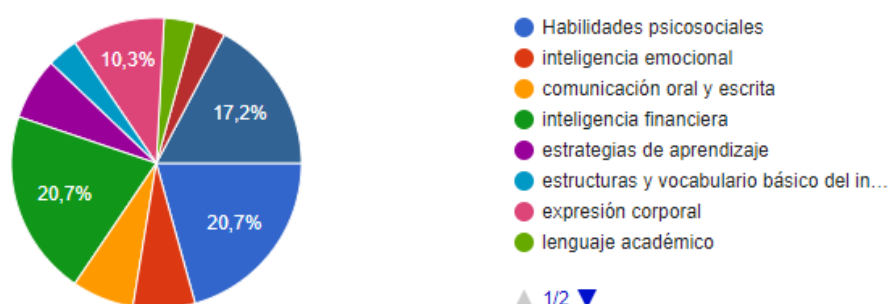
Source: https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

Graph 8

High school students experience survey question 3

¿Qué materias de las que NO viste en el colegio crees que requerirías para el proceso académico y social dentro de la universidad?

29 respuestas



(2.3) ¿Qué materias de las que NO viste en el colegio crees que requerirías para el proceso académico y social dentro de la universidad?/ which of the subjects you did NOT take through elementary and highschool would you consider necessary to face the academic and social process in university

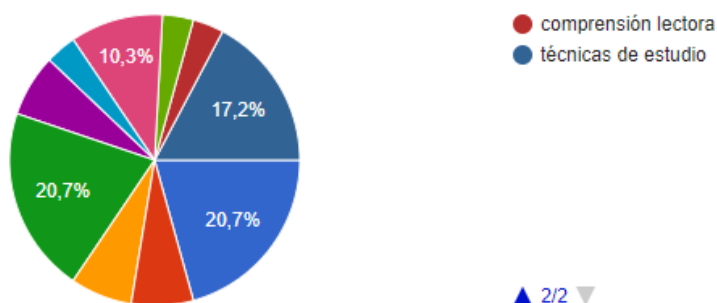
Source: https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

Graph 9

High school students experience survey question 4

¿Qué materias de las que NO viste en el colegio crees que requerirías para el proceso académico y social dentro de la universidad?

29 respuestas



(2.4) ¿Qué materias de las que NO viste en el colegio crees que requerirías para el proceso académico y social dentro de la universidad?/ which of the subjects you did NOT take through elementary and highschool would you consider necessary to face the academic and social process in university

Source:https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

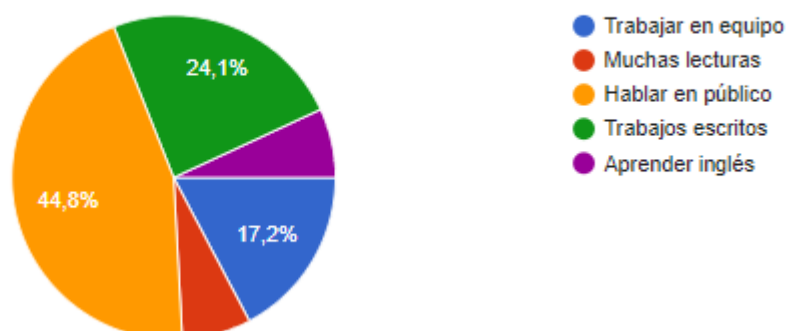
1.4 The fourth question's purpose was to find the different opinions and points of view of the participants; this is, to expand the input for the creation of the syllabus with varied beliefs. In the answers was commonly referred to studying techniques, body language and social skills.

1.5 The last item of this survey aimed to let the participants self assess them in order to find weak competences in their basic education process. As evidenced in image (2.5), the weaknesses the participants found were mostly about public speech and written production.

Graph 10

High school students experience survey question 6

29 respuestas



(2.5) Con base en tu desempeño académico y psicosocial en el colegio ¿Cuáles crees que son tus debilidades para afrontar la exigencia trae la Universidad?/based on your academic and psychosocial performance during elementary and highschool, which weaknesses can you identify when facing the higher education academic demand?.

Source:https://docs.google.com/forms/d/1Be_MdRFnfSOHm2LsolRy8pkXwzwWpv6Y_LeOYeB6S6c/edit?chromeless=1

Chapter 2: Data Collection Analysis: University Information

The data collection for the creation of the syllabus consisted on contacting the main public and private higher education institutions in the country, starting from the nearby areas (e.g coffee axis) and moving forward to most of the Colombian departments; this was, to collect information about the preparations and inclusion courses these institutions might offer and analyze the structure, curriculum and implementation process.

As pre university courses are in short supply, there was a need for an analysis of similar courses that other institutions offer in order to guide and compare them to the former project. The results of the data collection process prior to the analysis reflect that there are no similar courses in most of the influential higher education institutions not only in the coffee axis, but also in most departments of Colombia; However, multiple institutions such as

Universidad Tecnológica de Pereira, Universidad Cooperativa de Colombia and Universidad del quindío disposes a pre-medic course (in Universidad cooperativa's case is just for veterinary) which objective is to help students who did not manage to enter the career due to the ICFES' (Instituto Colombiano para el fomento de la educación superior) score or the entrance exam to cover the aspects they need to strength before joining the career.

The lack of courses with similar objectives and content to this project's product deduce that the former project must establish the basis for a course of preparation and inclusion of freshman in university in the region for which we decided to aim to the UTP's Bilingüismo career specific needs based on the information collected on the surveys priorly analysed and the basis of the career itself. Furthermore, the course is going to provide the learners input of the principal academic skills in terms of academic and language performance which was evidenced to be one of the main difficulties for the students in their university academic experience.

Chapter 3: Contents And Thematic Organization Of The Syllabus

Based on the information extracted from the surveys conducted with university students studying the licenciatura program, and 11th grade college students; furthermore, with the help of some theorists, the following projection of the contents to be carried out during the pre-university course is proposed:

3.1. Oral communication (Spanish)

3.1.1. Creation and implementation of oral presentations

3.1.2. Nonverbal communication and body language

3.1.3. Public speaking in academic contexts

3.2. Written communication (English) communicative apprehension →

preparing

3.2.1. *Production of academic texts*

3.2.2. *APA Standards basis*

3.2.3. *Error analysis & some hints to write better*

3.3. Psychosocial skills

3.3.1. *Emotional intelligence*

3.3.2. *Assertive communication and teamwork*

3.3.3. *Managing tensions and stress*

3.4. Study techniques

3.4.1. *Multiple intelligences and learning techniques*

3.4.2. *Time management strategies*

3.4.3. *Management of technological tools*

3.5. Reading skills

3.5.1. *Reading comprehension*

3.5.2. *Comprehension of academic texts*

3.5.3. *Development of critical reading*

“Success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills. These include –reading, writing, critical thinking, oral presentation, and media literacy”. (Hermida, 2009). The selection of these subjects is made from surveys of students and graduates of the Bachelor of Bilingualism with Emphasis in English program, also of 11th grade high school students.

Oral communication and written communication

“The goal of learning a language is to communicate. Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. It is the glue that puts all the components of a language together”. (Evans, 2015).

Communication being an important aspect in the life of any human being, it is also relevant in our learning process, since in this way we can also acquire new knowledge and share our own.

Likewise, in the survey of students and graduates of the program, we realized that one of the difficulties they had and have had in their educational process at the University is the aspect of oral skills and writing skills. Of 100%, 21% say they have difficulties in writing skills and another 21% in oral skills, and a higher percentage also have difficulty speaking in public. That is to say, the students of the program have found it difficult to communicate orally and in writing in their academic process, which we know is an aspect that will be carried out throughout the program and what helps us to reinforce our professional profile.

Finally, we want to highlight the importance of teaching these skills as subjects in this curriculum, to promote in students the confidence and necessary tools and strategies that can be used when producing academic texts, giving oral presentations.

Psychosocial skills

According to Daniel Goleman, emotional intelligence is defined as: "the ability to recognize our own feelings and those of others, to motivate ourselves and to properly manage relationships." (Goleman, 1995). By managing our emotions, we are going to allow ourselves to handle every situation that occurs within an academic process at university, to manage the tension and stress that is generated through the university path. In addition, this will favor the emotional aspect and especially the academic one, thus avoiding academic desertion due to lack of motivation and self-control.

Additionally, in the survey it was observed that students consider it important to include psychosocial skills at school to cope with a process in higher education. Likewise, it is relevant to promote teamwork, since it is essential in any university career, since we are going to require it in our working life. Then, the reason for this area is found in the intention that students can manage their emotions in a healthy way that favors the production processes in the academic area, that they can work collectively in teams and above all manage assertive communication.

Study techniques

Magnet.me BLOG (ND) affirms that “Finding the best study techniques is vital for any university student preparing for exams. Studying effectively is not a matter of chance”. Most of the concerns that students have when they start an academic process at the university is to do exams, this can even cause health discomfort, among other situations that affect the student. This was evidenced in the survey carried out by the students, since it was one of the aspects that stood out in their answers when asking about those subjects that they consider important to have seen and that was study techniques.

The purpose of this area is for students to recognize the way they learn, to identify the hours of the day when they feel most productive, and above all that they should know about spaces, time organization and tools for exam preparation.

Reading skills

“...The reality is that most first-year students lack academic reading skills, especially because University-level reading greatly differs from High School reading. The reality is that most first-year students lack academic reading skills, especially because University-level reading greatly differs from High School reading”. (Hermida, 2009).

Reading skills in students has been a stressful and tense situation for students, since it is difficult for them to understand what they read, there is no critical reading and it is difficult for them to analyze academic texts. Surveys also show that students have struggled with reading skills in college. That is why we want to cover this need, offering students strategies and examples that they can carry out to improve their reading processes within academic development.

Chapter 4: Preparatory crash course syllabus

Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Bilingüismo con Énfasis en Inglés

PREPARATORY CRASH COURSE SYLLABUS FOR THE LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS.

Course: Crash course

Time intensity: 3 weeks

Autonomous work: 4 hours

Virtual synchronous work: 2 hours

Face-to-face work: 4 hours

Tentative course schedule:

Table 1 & 2

FACE-TO-FACE SCHEDULE	
Day	Week 1 & Week 2 (2 hours per subject)

Monday (DAY 1)	psychosocial skills	reading skills
Tuesday (DAY 2)	written communication	study techniques
Wednesday (DAY 3)	oral communication	written communication
Thursday (DAY 4)	study techniques	psychosocial skills
Friday (DAY 5)	reading skills	oral communication

VIRTUAL SCHEDULE		
Day	Week 3	
Monday (DAY 1)	psychosocial skills	2 HOURS
Tuesday (DAY 2)	written communication	2 HOURS
Wednesday (DAY 3)	oral communication	2 HOURS
Thursday (DAY 4)	study techniques	2 HOURS
Friday (DAY 5)	reading skills	2 HOURS

1. Rationale

The process of joining a higher educational process means many changes for most of the learners who face this experience for the first time. Freshman students often find themselves in the need to adapt to the college context and procedures at the same time they have to do a successful performance in their academic and social life. High level academic skills regarding language and academic production such as academic texts production, time and tasks management and oral presentations have been some of the skills the students fight the most with at the beginning of their careers.

The Licenciatura en Bilingüismo con Énfasis en inglés at the UTP (Universidad Tecnológica de Pereira) is a Language teaching career which requires several high level academic skills from the beginning and numerous students feel overwhelmed by some subject's exigencies regarding academic performance; for this reason, the implementation of a preparatory course in the Licenciatura en Bilingüismo con Énfasis en Inglés, which is aimed for freshman student, complements the learner's skills and helps them feeling more confident and prepared to start the degree. Given this background, the primary objective of this course is to provide newcomer students the knowledge and skills needed to successfully adapt and overcome the exigence level of the degree.

2. Objectives

GENERAL

The main objective of this course is to prepare students who are about to start their university life in the Bilingual Degree. Also, reinforce the skills that are necessary to have a rewarding experience at university from the academic to the social and emotional spheres.

SPECIFIC

- Provide tools to reinforce social skills that promote good teamwork, a better adaptation to university life and, above all, motivate collaborative learning.
- Give strategies that help students to know their own learning style in order to facilitate comprehension processes in front of the subjects offered by the program.
- Offer practical tools that promote processes of adaptation to university life and all that this implies, in academic, social and emotional terms.

3. The course will enable students to:

1. Improve basic abilities related to academic performance.
2. Read and critically analyze the course's resources (readings, videos, audios, worksheets, etc.).

3. Make use of thinking skills such as analyzing, formulating arguments, classifying, summarizing and reflecting.
4. Broaden students' prior knowledge and abilities in order to prepare them for University's context.
5. Acquire and apply observation techniques in order to guide self-reflection processes.
6. Utilize common vocabulary mainly in Spanish but also in English to construct sentences related to aspects of the units of study.
7. Complete the process of the course and successfully achieve the final tasks.

4. Students are expected to:

- Respect and follow classroom rules.
- Attend and actively participate in class sessions.
- Review course readings and content prior to each lesson
- Follow lectures, talks and presentations using the best strategies for them (note taking, mind maps, note cards, etc.).
- Complete all assignments and follow-up activities punctually.
- Present and successfully achieve the goals of each topic's final tasks.

5. Course Methodology

The methodology of the course incorporates elements of these six **pedagogical models**:

Humanistic: this course contains content activities like Readings, discussion, writing tasks, and presentation of video recordings related to course objectives aiming to effectively engage students while fostering critical thinking, teamwork and creative problem-solving skills.

Socio-constructivist: One of the course's objectives is to engage students'

interest by presenting content that completes, complements and contrasts with prior knowledge.

Critical-reflexive: As this course intends to develop critical and reflexive skills, students will be invited to critically analyze new concepts and to re-examine familiar ones in terms of the social, political, professional, economic and ethical assumptions that support them.

Communicative: In order to prepare the learners for communicative exchanges both in L1 and L2 through the Bilingualism career, this course is going to expose the learners to communicative activities and task throughout the length of the course

Collaborative: With the objective to foster the collaborative capacities of the students, the course is going to include activities and tasks which requires a collaborative process through all the classes and topics.

Task-Based: The structure of the course will be through a method of sequencing the activities in order to reach a series of final tasks divided for each topic reviewed, which makes the course structure task-based. This is, that the activities are going to be correlated to each other until the final task.

(following 4 stages: pre-task, task preparation, during task, post task).

6. Content units

Table 3

SUBJECT	WEEK 1	WEEK 2	WEEK 3
Psychosocial skills	<i>1. Emotional intelligence</i>	<i>2. Assertive communication and teamwork</i>	<i>3. Managing tensions and stress</i>

Written communication	<i>1. Production of academic texts</i>	<i>2. APA Standards basis</i>	<i>3. Error analysis & some hints to write better</i>
Oral communication	<i>1. Creation and implementation of oral presentations</i>	<i>2. Nonverbal communication and body language</i>	<i>3. Public speaking in academic contexts.</i>
Study techniques	<i>1. Multiple intelligences and learning techniques</i>	<i>2. Time management strategies</i>	<i>3. Management of technological tools</i>
Reading skills	<i>1. Reading comprehension</i>	<i>2. Comprehension of academic texts</i>	<i>3. Development of critical reading</i>

ACTIVITY SUGGESTION (based on task-based approach).

Table 4

SUBJECT	FINAL TASK	DESCRIPTION
Psychosocial skills	TEAMWORK ASSESSMENT	-Peer coaching -Constant evaluation
Written communication	REFLECTIVE PAPER	The students are going to create a reflective paper based on a peer coaching process they are going to do since the beginning of the course. The text must contain a reflection about

		the improvements they noticed since the first peer coaching until the last one.
Oral communication & Study techniques	<p>ORAL PRESENTATION</p> <p>About the study techniques (routine):</p> <ul style="list-style-type: none"> -Homework -Reading -Assessment -Oral presentation 	<p>The learners must perform an oral presentation about the best study techniques for a partial exam in their. In the presentation they would need to include:</p> <ul style="list-style-type: none"> - Schedule they assigned to study - frequency of active pauses - strategies to study - pre and post studying routines.
Reading skills	Video presentation about a literature piece	<p>The students are going to record and send a video including the following aspects:</p> <ul style="list-style-type: none"> - Context about the reading (name, date of publication, genre, author and main concept of the story)

		<ul style="list-style-type: none"> - Thoughts about the reading (whether they liked it or not, what was the best part and so on) - Evidence of the reading process (methodologies/ strategies they used to read, schedule they assigned to read, notes they took while reading)
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TASK PROCESS:

Table 5

PRE-TASK	TASK-PREPARATI ON	DURING-TASK	POST-TASK
INPUT -STUDY TECHNIQUES -LEARNING	-ACTIVITIES DURING THE COURSE -OBSERVATION	PREPARE ORAL PRESENTATION	REFLECTIVE PAPER

STRATEGIES	-PEER COACHING		
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7. Resources

Table 6

SUBJECT	WEEK 1	WEEK 2	WEEK 3
Psychosocial skills	<p><i>1. Emotional intelligence</i></p> <p>RESOURCES:</p> <p>1. Marta Teijido-inteligencia emocional</p>	<p><i>2. Assertive communication and teamwork</i></p> <p>RESOURCES:</p> <p>1. La comunicación asertiva (Magdalena Elizondo)</p> <p>2. Team work skills: https://www.youthemployment.org.uk/young-professional-training/teamwork-skills-young-professional/</p>	<p><i>3. Managing tensions and stress</i></p> <p>RESOURCES:</p> <p>1. How to manage and reduce stress: https://www.mentalhealth.org.uk/publications/how-manage-and-reduce-stress</p>
Written communication	<p><i>1. Production of academic texts</i></p> <p>RESOURCES:</p>	<p><i>2. APA Standards basis</i></p> <p>RESOURCES:</p>	<p><i>3. Error analysis & some hints to write better.</i></p> <p>RESOURCES:</p>

	<p>1. Academic writing skills 1:</p> <p>https://books.google.com.co/books?id=WX9qc1SvUcC&prints=ec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false</p> <p>2. Academic writing skills 2:</p> <p>https://books.google.com.co/books?id=BUwoAAAAQBAJ&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false</p>	<p>1. Manual de citación NORMAS APA. (Universidad externado de Colombia)</p>	<p>Academic writing reference handbook (Nora Marulanda et al).</p>
Oral communication	<p>1. Creation and implementation of oral presentations</p> <p>RESOURCES:</p>	<p>2. Nonverbal communication and body language</p> <p>RESOURCES:</p>	<p>3. Public speaking in academic contexts.</p> <p>RESOURCES:</p> <p>1. Fundamentals of public speaking</p>

	<p>1. Ten simple rules for making good oral presentations.</p> <p>2. Public speaker's handbook.</p> <p>3. Creating meaningful slides presentations</p>	<p>1. Nonverbal communication (Judee K. et al.)</p>	<p>(College of the Canyons)</p>
Study techniques	<p>1. Multiple intelligences and learning techniques</p> <p>RESOURCES:</p> <p>1. ¿Por qué no todo se aprende igual? Estilos de aprendizaje (with a test).</p> <p>2. Test de Inteligencias múltiples, de Howard Gardner</p>	<p>2. Time management strategies</p> <p>RESOURCES:</p> <p>1. Time management toolkit (Mindtools)</p> <p>2. Improving time management skills (Vitality)</p>	<p>3. Management of technological tools</p> <p>RESOURCES:</p> <p>1. https://www.toptools4learning.com/</p>

	3. The multiple intelligence quiz		
Reading skills	<p>1. Reading comprehension.</p> <p>RESOURCES:</p> <p>1. Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)</p>	<p>2. Comprehension of academic texts.</p> <p>RESOURCES:</p> <p>1. https://courses.lumenlearning.com/suny-fmcc-english1/chapter/reading-academic-texts/</p> <p>2. https://writingcenter.unc.edu/esl/resources/academic-reading-strategies/</p>	<p>3. Development of critical reading.</p> <p>RESOURCES:</p> <p>1. Nature of critical reading.</p> <p>2. Classroom activities in Critical Reading.</p>

8. Useful resources:

The following links are a collection of material, information, tips and blogs that are considered useful resources for the implementation of the syllabus. These resources are optional for the teacher to use.

<https://drive.google.com/drive/u/0/folders/1Gs7P5q1yuKmk4HI8PQ8g26xwndETsOhE>

Resources for each topic

https://www.stuwo.at/en/blog/10-tips-on-exam-preparation/?gclid=Cj0KCQjwk4yGBhDQARIsACGfAeugQ6A9lsfGIYrHvfOo5WWDSro2MTI-2Rvt8tSig60i3a4SKeJGaXsaAgVzEALw_wcB

10 tips on exam preparation

<https://blog.prepscholar.com/how-to-study-for-a-test> How to study for a test 17 expert tips

<https://shorelight.com/student-stories/21-best-study-tips-for-final-exams/> 21 best study tips for final exams

<https://www.topuniversities.com/student-info/health-and-support/exam-preparation-ten-study-tips> Exam preparation ten study tips

https://books.google.com.co/books?hl=es&lr=&id=OFqnDwAAQBAJ&oi=fnd&pg=PR1&dq=Managing+tensions+and+stress&ots=XWXARM7YUM&sig=jub_IWAGFKFPqk3s86dW0P1RHTA#v=onepage&q=Managing%20tensions%20and%20stress&f=false Managing stress

<https://www.youthemployment.org.uk/young-professional-training/teamwork-skills-young-professional/> team work skills

<https://www.educationcorner.com/oral-tests.html> Oral exam preparation tips

<https://englishlive.ef.com/blog/study-tips/seven-top-tips-to-help-you-ace-your-english-speaking-exam/> tips to ace your english speaking exam

<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/speaking-tips> Speaking tips

<https://www.mentalhealth.org.uk/publications/how-manage-and-reduce-stress> how to manage and reduce stress

<http://analytictech.com/mb021/teamhint.htm> manual for working in teams

<https://www.edutopia.org/multiple-intelligences-research> multiple intelligences

<https://courses.lumenlearning.com/suny-fmcc-english1/chapter/reading-academic-texts/> Reading academic texts

<https://writingcenter.unc.edu/esl/resources/academic-reading-strategies/>

Academic reading strategies

<https://wheecorea.com/ra-masia-project/the-critical-thinking/>

Chapter 5: Recommendations

The following format brings together the strategies seen in the course, which must be identified and evaluated by the students to establish the best way in which they feel they study better. In addition, it will serve so that the pupils can take it into account and practice it to make their academic process a meaningful experience. It tries to reduce levels of anxiety and stress by not knowing where to start doing certain activities. This format can be used divided by subjects, they can be by means of tables that allow identifying step by step and according to the skill or subject, the way in which students feel more comfortable and perceive better performance that is useful for their learning.

Moreover, after finishing the course, it can be applied as the final test, which already includes all the resources and strategies seen during the training process and preparation for university life offered by the pre-university project. In this way, to be able to achieve the main objective, which is based on students being able to feel familiar with each of the subjects they will take in the career, they gather useful strategies for the development of the objectives and challenges that arise, which identify their way of learning; also, they recognize the study techniques that favor them, and above all, be clear about them so that they can remember them and use them when necessary.

STUDY RECOMMENDATION PLANNER

NOTE: Select the best option according to your personal routine or personal technique to study, taking into account the different strategies and resources given in the course.

It helps you to have an efficient strategy to study and do homeworks throughout the career (you can select more than 2 options).

1. The best schedule to study

- a. In the morning
- b. In the evening
- c. In the night

2. Learning style

- a. Verbal-linguistic intelligence
- b. Logical-mathematical intelligence
- c. Visual-spatial intelligence
- d. Musical intelligence
- e. Naturalistic intelligence
- f. Bodily-kinesthetic intelligence
- g. Interpersonal intelligence
- h. Intrapersonal intelligence

3. Time required

- a. 2 hours
- b. 3 hours
- c. 4 hours
- d. 5 hours
- e. 6 hours

4. Duration of pauses

- a. 10 minutes
- b. 20 minutes
- c. 30 minutes
- d. 50 minutes

5. Active pauses

- a. Listening to music
- b. Eat some fruit
- c. Drink water
- d. Chatting
- e. Walk around
- f. Take a nap
- g. Take a bath
- h. Watch series

6. Specific strategies

- a. STUDY FOR EXAMS
- b. MAKE READINGS
- c. PREPARE ORAL PRESENTATIONS
- d. DO HOMEWORK

a. STUDY FOR EXAMS (WHICH ARE THE STRATEGIES TO STUDY FOR EXAM):

-Taking notes

- Highlight information
- Record yourself
- Rehearsal (time management)
- Self assessment
- Looking for similar activities (in the web)
- Ask for help
- Watching videos
- Study groups
- Doing nothing

b. MAKE READINGS (HOW TO PRACTICE READING)

- Highlight relevant information
- Looking for the new vocabulary
- Search readings according to the level

c. PREPARE ORAL PRESENTATIONS (HOW YOU PREPARE ORAL PRESENTATIONS)

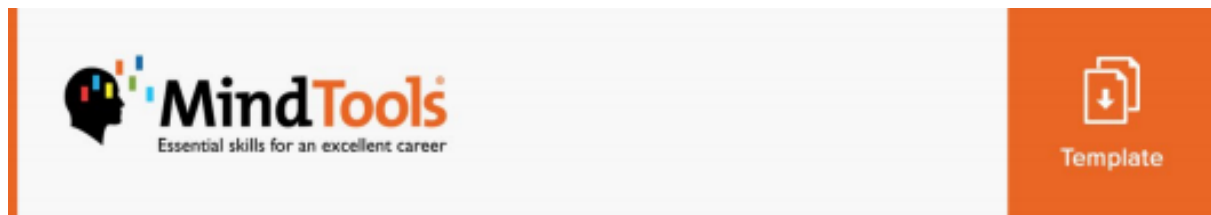
- Prepare visual aid
- Looking for information
- Read information
- Rehearsal
- Looking in the mirror
- Record yourself
- Ask for help

d. DO HOMEWORK (WHICH STRATEGIES DO YOU USE?)

- Organise the order which you are going to solve
- Look for information about
- Look the notes took in class
- Search in the web additional information

7. Study plan (WHAT YOU DO FIRST)

Table 7



Prioritized To-Do List

- For information on Prioritized To-Do Lists, visit www.mindtools.com/rs/prtodo.

Task	Priority (A-F) (A = Very Important, F = Unimportant)

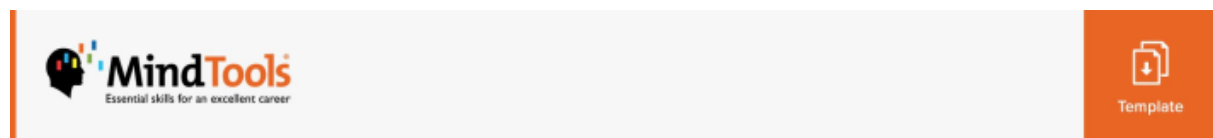
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Taken from: www.mindtools.com/rs/prtodo.

8. Time management

Table 8



Activity Log

• For information on Activity Logs, visit www.mindtools.com/rs/ActivityLog.

Date/Time Activity Description	How I Feel	Duration	Value (High, Medium, Low, None)

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Taken from: www.mindtools.com/rs/ActivityLog.

a. STUDY FOR EXAMS (FIVE SKILLS)

In this component of the study planner several suggestions for the preparation process before an English language exam are going to be exposed while being segmented in the five main language skills which are: Reading, use of English, listening, writing and speaking.

-Reading: in accordance with the study planner, this section collects different strategies and techniques for studying and improving your English reading skills not only for academic scenarios but also for communicative context. Furthermore, it is worthy to clarify that the following list are just suggested strategies for you to decide which one you would use or not. In addition, it is worth clarifying that the following list are only suggested strategies for you to decide which others you would or would not use depending on your learning style and factors that influence the way in which studying favors you. Likewise, with these resources you can identify the way in which it favors you to improve your reading comprehension, either for activities or to study for an exam.

Reading strategies:

- Study the information and topics seen in class
- Look for additional information
- Do matching activities
- Practice the 4 reading strategies: skimming, scanning, intensive, extensive reading.

<p style="text-align: center;">Reading strategies</p> <p>Skimming is when we <i>glance over</i> a text to get the <i>main idea</i>, or "gist"</p> <p>Scanning is when we <i>quickly look through</i> a text to pick out <i>key points</i></p> <p>Intensive reading is when we <i>closely examine</i> text for literary or linguistic purposes</p> <p>Extensive reading is reading "normally" <i>for pleasure</i> when we are immersed in a book!</p>	<p style="text-align: center;">What kind of task? (extensive, intensive, scan, skim)</p> <p>1.Scan + ... order the events, complete the Multiple Choice sentences, match the name with the action, looking for specific information (dates, names, places)</p> <p>2.Extensive + ... read a short story, magazine, newspaper, read a chapter in the book...</p> <p>3.Intensive + ... Find examples of grammar, Find phrases, Explain in your own words the meaning of highlighted words</p> <p>4.Skim + ... Identify where texts come from e.g. ad/story/newspaper/guidebook, Read and check your predictions, Put the pictures in order, Choose an appropriate heading,</p>
---	--

Taken from:

<https://present5.com/graded-readers-obuchenie-chteniyu-podrostkov-obzor-raznyx-vi-dov/>

-Use of English

- *Research the topics that can be seen in learning English
- *Look for the topics that have to do with the level you are studying at the moment
- *Search grammar books
- *Watch videos of people who know how to teach English explaining different topics
- *Perform virtual tests according to the level you are working on
- *Find video games that help you learn new grammar structures

-Listening

- *Listen to music
- *Watch movies in English with subtitles
- *Listen to podcasts
- *Listen to "ted talks"
- *Perform virtual exercises on different platforms that offer audios at different levels
- *Hear other people speak
- *Watch and listen to short documentaries of your interest

*Watch series in English with English subtitles

-Writing

*Chat with foreign friends

*Carry out different types of tests

*Write letters

*Write a diary

*Read information to better score

*Look for activities online that allow me to improve this skill

*Feed vocabulary with reading or games

*Research different types of academic texts

-Speaking

*Read out loud to check pronunciation

*Think out loud in English when you are alone in order to connect ideas more naturally.

*Practice spontaneous speaking about the things in your surroundings

*Practice vocabulary activities

*Interact with foreigners

a) MAKE READINGS

- Look for a text
- Read the questions before
- Prediction
- Start reading
- Search new vocabulary: before - while - after
- Answer the questions

b) PREPARE ORAL PRESENTATIONS

Oral presentation development

- Do proper searching of the topic.
- Establish the scheme of the presentations.
- Use digital tools to create visual support for your presentation.
- Write a script for you to study and practice before presenting.
- Rehearsal the times you consider needed, taking into account all the presentation requirements (scheme, time, vocabulary, fluency and confidence).

c) DO HOMEWORK

- Create a list with all the tasks
- Start with the easiest
- Start with the most difficult
- Do tasks in order of due date
- Start with the ones I like

8. Environment

*Place to study cold

*Warm place to study

*Big place

*Small place

*Good light

*Computer light

*Lamp only

*Listen to music while you study

*Total silence while you study

*Be with someone

*Being alone

RESOURCES

Study For Exams: In the following links you will find useful strategies to prepare for an exam avoiding the stress and pressure that it generates when taking them. Also, these resources are flexible so they can be used in any way you need as for instance; before an exam or to identify the strategy that works the best for you when improving your language skills.

https://www.stuwo.at/en/blog/10-tips-on-exam-preparation/?gclid=Cj0KCQjwk4yGBhDQARIsACGfAeugQ6A9IsfGIYrHvfOo5WWDSro2MTI-2Rvt8tSig60i3a4SKeJGaXsaAgVzEALw_wcB

<https://blog.prepscholar.com/how-to-study-for-a-test>

<https://shorelight.com/student-stories/21-best-study-tips-for-final-exams/>

<https://www.topuniversities.com/student-info/health-and-support/exam-preparation-ten-study-tips>

Study For Speaking Exam: Feeling fear, nervousness, pressure or stress when presenting an oral exam is normal for this to occur; therefore, in this session we share some resources that will give you key strategies to prepare for an oral exam, and in this way feel more confident and succeed in the result.

<https://www.educationcorner.com/oral-tests.html>

<https://englishlive.ef.com/blog/study-tips/seven-top-tips-to-help-you-ace-your-english-speaking-exam/>

<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/speaking-tips>

<https://www.howtolearn.com/2012/08/different-reading-techniques-and-when-to-use-them/>

Study for Use of English: In this resource you will find different strategies to study the use of English, such as: Multiple-choice cloze - Open cloze - 'Key' word transformation - Word

formation. Besides, more links to investigate new grammar study strategies that may be helpful for that practice process and activities.

<https://dorasanz.wordpress.com/fce-use-of-english-test-strategies/>

Do Homework: To get the most out of your tasks, and not be a cause of stress and anguish, we recommend the following tools. Additionally, we must be clear that the success of all shared strategies is the organization, so use the prioritization format found in this document, and define the activities that you must carry out, their time, priority and importance. Finally, we recommend reading and writing down the strategies that you will find below, since they will allow you to have a better development of the tasks you do during your academic process, avoiding stress.

<https://kidshealth.org/en/parents/homework.html>

<https://www.understood.org/articles/en/homework-strategies>

<https://www.dailyteachingtools.com/homework-tips.html>

Conclusions

After going through the process of creating a syllabus for a preparatory course in the context of Colombian education, it is accurate to say that it was a challenging process since there was no blueprint or base to follow in order to create a course with the features we needed. The development of this monograph involved the participation of tens of contributors including University students, High school students and Professors who were willing to contribute with this project, which meant a large process of data compilation and analysis alongside the drafting of the entire document.

Regarding the syllabus, it was the biggest challenge since we had to create it from scratch as there were no references of a project similar to a preparatory course for a language degree with the focus of getting the students prepared for University academic and

social exigencies, which made the creation of the contents, activities and tasks an experimental process until the course gets implemented and we can see how effective it is.

This project is intended to reinforce basic academic skills of the students who are about to join the bilingualism degree, the basis for us to reach that objective are the theoretical models and methodologies the experts authors have shared and the current and graduated student experiences. Therefore, we consider that the use of the different resources in this course can have a positive impact in the adaptation process of the students who are willing to join the degree.

Conclusively, taking into account the main objective on the present monograph, it is precise to say that the students, both in high school and university level, consider that it is important to reinforce the academic knowledge and abilities needed in a higher education level in the basic education process or prior to the start of the semester.

Limitations

As this course's syllabus is a preparation course for higher education experience, the amount of time designed for the implementation of the course is short; therefore, the syllabus has to be strongly limited in terms of the sum of relevant topics it can reach. Consequently, the course's syllabus is not expected to develop the totality of academic skills needed to face the university lifestyle and its academic charge, but is expected to cover the most relevant ones.

In addition, it is crucial for the student to be compromised with the autonomous learning and practice through the content in order to take the major advantage of the courses' benefit. To conclude, it is important to highlight that the prior point is considered a limitation since there are some difficulties that can happen in the process of the learners who would participate in the course as for instance; students who work and study, mothers and youths head of household, economic problems and unpredictable adverse situations.

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Appendix A

UNIVERSITY STUDENTS SURVEY

Esta encuesta va dirigida a estudiantes universitarios desde segundo semestre de la licenciatura en bilingüismo con énfasis en inglés. La información recolectada será tratada con fines académicos orientados al análisis para la proyección de construcción de una malla curricular para un curso preuniversitario en el programa.

*Obligatorio

Correo *

¿En qué semestre te encuentras actualmente del programa de Licenciatura en Bilingüismo con énfasis en inglés? *

Marca solo un óvalo.

- Primero
- Segundo
- Tercero
- Cuarto
- Quinto
- Sexto
- Séptimo
- Octavo
- Noveno
- Décimo
- Egresado (a)

¿Qué habilidades te hubiese gustado aprender antes de entrar a la universidad? *

Selecciona todos los que correspondan.

- Habilidades sociales
- Habilidades de lectura
- Habilidades de escritura
- Habilidades orales

Si hubieses tenido la oportunidad de tomar un curso pre-universitario, qué habilidades académicas te hubiese gustado aprender (ej: Producción de textos académicos, expresión y lenguaje corporal, creación e implementación de presentaciones orales, manejo de herramientas tecnológicas etc.) *

¿Qué ha sido lo más difícil para ti del proceso académico dentro de la universidad? *

Selecciona todos los que correspondan.

- Trabajar en equipo Muchas lecturas
- Hablar en público
- Trabajos escritos
- Aprender inglés

¿Crees que realizar un proceso de adaptación a la vida universitaria antes de entrar a un programa académico en la universidad, lograría una mejor experiencia tanto académica como psicosocial y emocional? *

Marca solo un óvalo.

- Si
- No
- Tal vez

¿Cuál de estas habilidades te hubiese gustado desarrollar antes de entrar a la universidad? *

Selecciona todos los que correspondan.

- Inteligencia emocional Comunicación oral y escrita
- Inteligencia financiera
- Estrategias de aprendizaje
- Estructuras y vocabulario básico del inglés
- Expresión corporal
- Lenguaje académico Comprensión lectora
- Técnicas de estudio

¿Autorizas el uso de los datos recolectados en esta encuesta para fines académicos? *

Marca solo un óvalo.

- Si
- No

Appendix B

Encuesta Estudiantes Colegio (11)

*Obligatorio

CORREO ELECTRÓNICO

¿Qué es lo que te motiva a elegir esta carrera? *

Marca solo un óvalo.

- Tiene un amplio campo laboral
- Es la carrera que mis padres quieren que estudie
- me gusta y me apasiona
- estudié inglés
- Otro: _____

¿Cuáles crees que podrían ser tus debilidades para afrontar el proceso académico dentro de la universidad? *

Marca solo un óvalo.

- Habilidades sociales
- Habilidades de lectura
- Habilidades de escritura
- Habilidades orales

¿Qué materias de las que NO viste en el colegio crees que requerirían para el proceso académico y social dentro de la universidad? *

Marca solo un óvalo.

- Habilidades psicosociales
- inteligencia emocional
- comunicación oral y escrita
- inteligencia financiera
- estrategias de aprendizaje
- estructuras y vocabulario básico del inglés
- expresión corporal
- lenguaje académico comprensión lectora
- técnicas de estudio

De las habilidades que NO viste en el colegio, tanto académicas como psicosociales

¿Cuáles crees que serán necesarias para tu proceso en la Universidad?

Con base en tu desempeño académico y psicosocial en el colegio ¿Cuáles crees que son tus debilidades para afrontar la exigencia trae la Universidad? *

Marca solo un óvalo.

- Trabajar en equipo
- Muchas lecturas

- Hablar en público
- Trabajos escritos
- Aprender inglés

¿Autorizas el uso de los datos recolectados en esta encuesta para fines académicos? *

Marca solo un óvalo.

- SI
- NO